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CerOrganic Training Curriculum

Module C533

Unit C533.1

504387-LLP-1-2009-1-GR-LEONARDO-LMP

**Co-funded by the European Union,
through the Leonardo da Vinci Programme**



Structure

1. Introduction

- i. Tutor information**
- ii. Aims & objectives**
- iii. Learning outcomes & skills**
- iv. Methodology & media**

2. Main Part

- i. Glossary**
- ii. Presentation**

1. Conclusion

- i. Summary**
- ii. References**
- iii. Evaluation of learning**



1.i. Tutor information

Dr. Vassilis Protonotarios has a 5-year bachelor, a 2-year M.Sc. and a 4-year PhD in Agricultural Biotechnology, all from the Agricultural University of Athens (Greece).

He is a Scientific Associate of Agro-Know Technologies.

He has professional experience in the field of Organic Agriculture, both as an officer in the Directorate of Organic Agriculture of the Greek Ministry of Food and Rural Development as well from his participation in various EU projects concerning Organic Agriculture.

He has worked with learning/training scenarios in various EU projects (such as Organic.Edunet & eCOTOOL)



1.ii. Aims & objectives

This unit aims to:

- provide a definition and applications of training scenarios
- provide the participants with the required background information and basic tools in order to help them design and develop their own training scenarios.
- emphasize on the importance of training scenarios by providing relevant examples



1.iii. Learning outcomes & skills

By the end of this unit, the students are expected to:

- have an understanding of the significance of the training scenarios and their role in the training context
- come up with an original idea for developing their training scenario
- have the required background in order to develop their own training scenario



1.iv. Methodology & media

This Unit is composed of:

- (a) lecture based on PowerPoint presentation
- (b) group interaction and discussion

This unit consists of the following parts:

- 1.1 Introduction to the concept of training scenarios
- 1.2 Developing a training scenario
- 1.3 Examples of training scenarios
- 1.4 Adapting an existing training scenario
- 1.5 Discussion of scenario ideas



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2. Main part



2.i. Glossary

OA: Organic Agriculture

AE: Agroecology

Training scenario: An alternative, interactive way of training



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2.ii. Presentation

Introduction to the training scenario concept & idea presentations



Dr. Vassilis Protonotarios
Agricultural Biotechnologist
Agro-Know Technologies, Greece

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introduction

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what is a training scenario ?

- A training scenario describes training activities in real life situations and not in theory
 - Case studies
- A training scenario is a story about people and their activities, adapted to fit one or more training goals
 - Use of resources
 - Adoption of a pedagogical approach

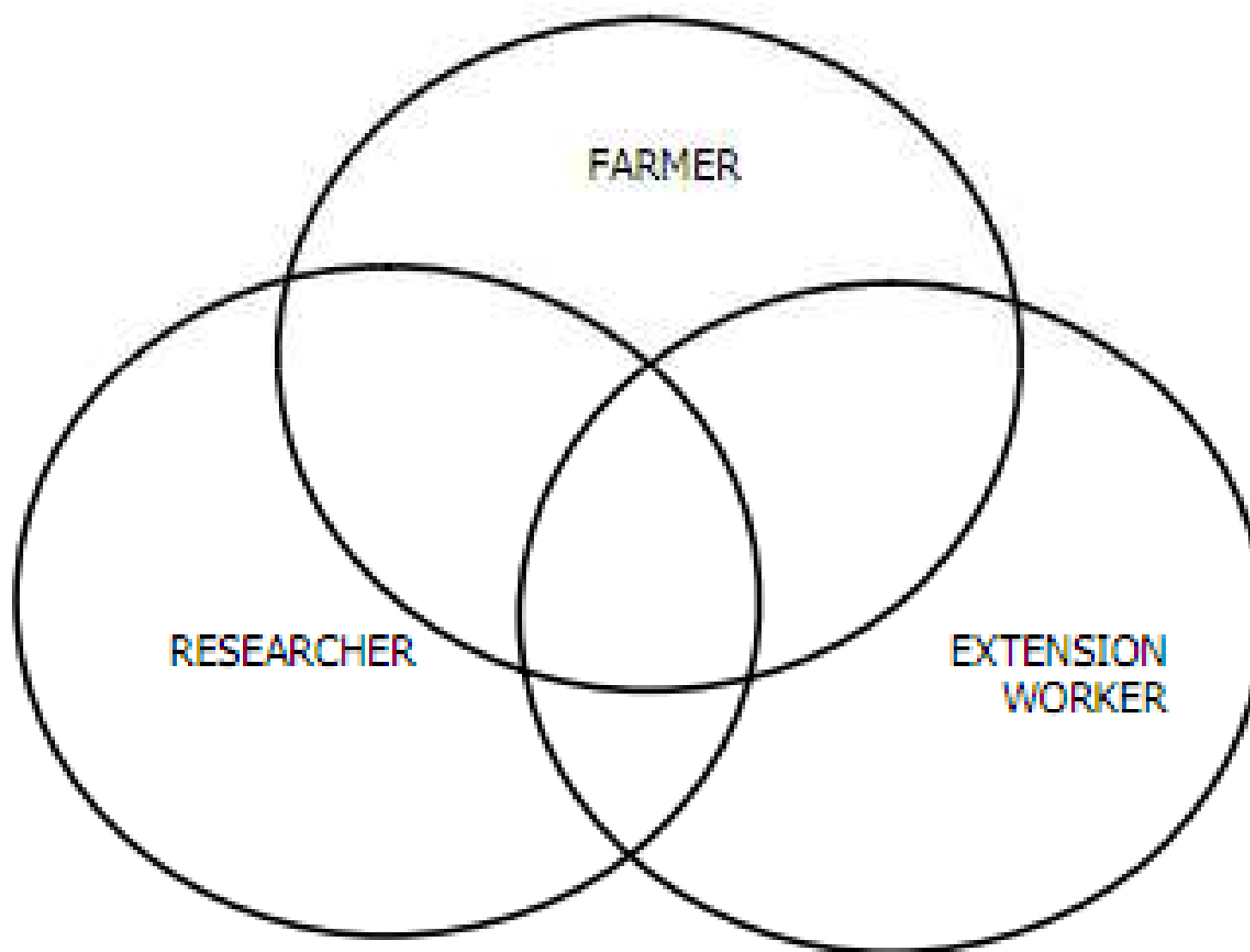


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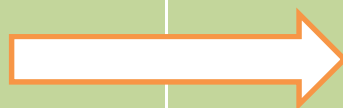
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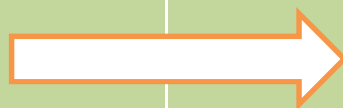
why use a training scenario ?

requires active
participation



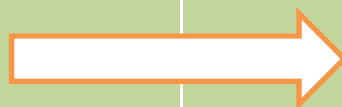
draws attention

consists of training
activities



more interesting!

working with a template



easier to adapt existing
work and to develop new
one.



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developing a training scenario



4 steps of designing a training scenario

1st Step:

- ❖ Come up with the idea of the training scenario
- ❖ Provide a descriptive title
- ❖ Come up with a number of training activities



4 steps of designing a training scenario

2nd Step: Describe and adjust the training scenario using a template

3rd Step: Organize, search and enrich the training scenario with content

4th Step: Share your training scenario and adapt it for use in other contexts



4 steps of designing a training scenario

Scenario

Make a scenario
description with
training activities



Training Design

Describe a scenario
using a template



Content

Organize and Search
for digital content



Share

Share scenario &
content & adapt
to new context

Objectives of a training scenario

- **Integrate** required subjects to the existing training curriculum
- Ensure **transferability** of the training scenarios to other organizations by clarifying aims, methods and outcomes
- Consider **pedagogical approaches** from science for the pedagogical design of scenarios and activities
- **Pilot and validate** training activities as case studies of actual training programs



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examples of scenarios



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Scenarios by school teachers

An organic garden coming into being

Do you remember the first time you planted lentil seeds on a bed of cotton? How about the first time you tasted a fresh homegrown tomato? Children like to play in the mud, hide in the bushes, and catch bugs. Grown ups like to pride themselves about their perfect grass and roses. Gardens are in general well received by everybody. Thanks to our school's administration initiative since the end of last school year we have

access to a space in the surrounding area of our school where we can start an organic garden. Two of us teachers got excited and are looking forward to get involved in the project. The corners of our garden will become living spaces for students to learn, discover, and use their imagination. Gardening can be extremely effective and fun for teaching many different subjects, including history, art, science, math, geography, geology. The space that we are given is small but has many possibilities to become a brilliant organic garden. We, including our students, have already big plans, ideas and a lot of enthusiasm. We have arranged with our students to visit a nearby organic vineyard. We heard and read about the producer in the papers and we are looking

forward to meet him. Meanwhile, we are discussing about the design of the garden, the choice of plants and the appropriate location for planting them. Making our own compost is another important project to discuss. As the winter is coming closer we also plan to construct a greenhouse. If our harvesting season is successful we will give away our organic products during our school annual bazaar just before the end of the school year.





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Scenarios by school teachers

Visit to an organic vineyard and winery

Enthusiasm is contagious and we were lucky to meet Mr Georgas, an enthusiastic wine producer in Spata, near Athens. Spata is part of Mesogaia, situated in Attika's eastern plain, which has for generations been a principal wine source for Athenians. It is surrounded by mountains and has a good climate, appropriate for viticulture.

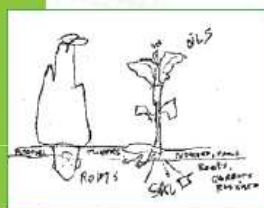
Mr Georgas attracted the students' attention by comparing the vine plant to a living organism that has its head, the route system, in the soil and its body and sensors above the soil, the leaf and branches. The more nutrients and creatures exist near the routes, the happier the plants are. Vines sense the environment and climate conditions through their leaves. Students were gradually introduced to the nature of vines and the physiology of the plant.

To understand organic viticulture students were exposed to a direct comparison of the conventional and organic vineyards.

Through dialogue and questions the students draw conclusions regarding the presence and usefulness of flowers, and others small plants, which in a conventional vineyards would be considered pests and harmful weeds. It became evident to them that in the organic vineyards the weeds, the flowers, and other little plants, protect the vine plant by creating a complete ecosystem, keeping the life of the plant balanced, and nurturing its soil with rich ingredients. The presence of certain insects that are attracted by specific weeds and flowers repel other insects and organism that would otherwise harm the vine.

Mr Georgas drew his students attention to a very illustrative comparison of conventional (to the left) and organic (to the right) soil, as he took and compare a handful of soil from the two vineyards. He asked the students what soil they would use for the pots at home. Most of the students pointed to the conventional soil. The difference (or even misconception) was clarified by reference to the richness of the soil, the presence of live organism, and recycled matter.

The visit ended at the winery, where the students were shown how wine is produced, bottled and packaged.



Scenario by OA advisors (1/2)

How to become an Organic Farmer in Romania – Conversion & Certification

- An interactive way to teach advisors & farmers about the conversion process in Romania.
- Includes a step-by-step description of the conversion process
- Provides links to websites, description of necessary documents etc.
- Consists of four training activities

CerOrganic Vocational Training Scenario	
Title of the Scenario	HOW TO BECOME AN ORGANIC FARMER IN ROMANIA – CONVERSION AND CERTIFICATION
Tutor/Creator	Viorel ION Lenuța Iuliana EPURE
Description	By the implementation of the scenario, the students will get information for planning and implementing the conversion from a conventional to an organic farm, and finally for obtaining the certification.
Pre-requisite skills / knowledge	<ul style="list-style-type: none"> • General information about organic agriculture • Knowledge about agricultural consultancy • Ability to work with people and solve problems • Ability to search for information on the internet, as well as the ability to summarize and structure the information
Aims & Objectives	Develop the students' ability to help a farmer to become an organic farmer by getting specific information and knowledge.
Training Outcomes & Skills	After developing this training scenario, the students will have achieved the following objectives: <ul style="list-style-type: none"> • Obtain general information about the conversion to organic agriculture • Obtain the necessary information about the legislation covering the conversion process in Romania • Get familiar with the different organizations/institutions involved in the conversion process • Have an overall image of the documents required, as well as details for the information required by each one of them.
Methodology	Training methods: <ol style="list-style-type: none"> 1. Video presentations combined with discussions 2. Searching the Web for information 3. Presentation of examples

Scenario by OA advisor (2/2)

The use of the stinging nettle (*Urtica dioica* L.) as a natural fungicide



The use of the stinging nettle (*Urtica dioica* L.) as a natural fungicide

Vassilios Protonotarios

Agricultural University of Athens

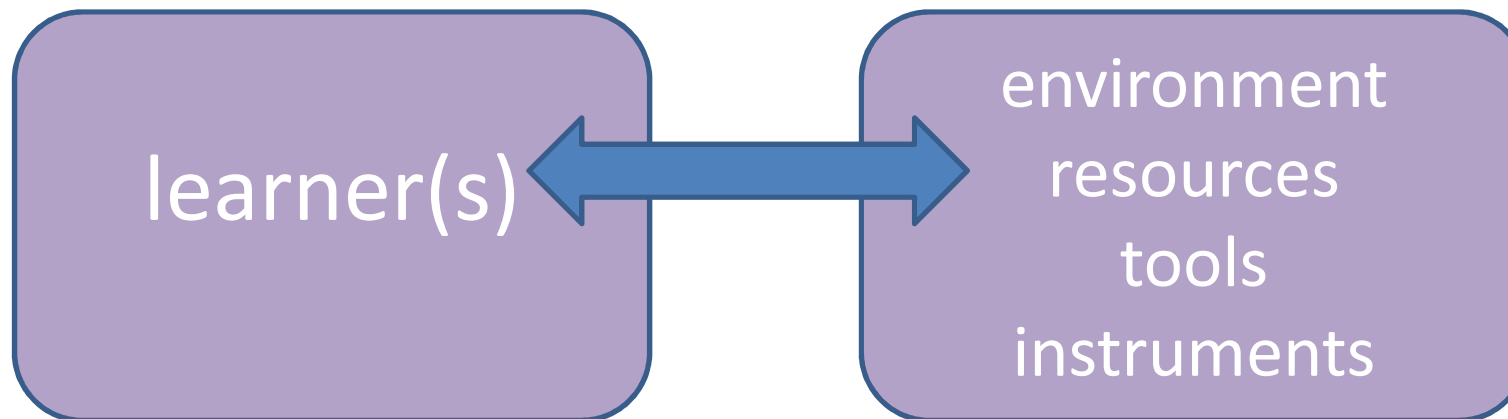
*September 18 2010,
Budapest, Hungary*

- An interactive way to teach advisors & farmers about the use of a natural fungicide.
- Includes a step-by-step description of the process
- Provides links to relevant information, screenshots etc..
- Consists of three training activities



Training activities (1/2)

- A training activity is an **interaction** between learner/learners with the environment, resources, tools & instruments that is carried out in response to a task with an intended training outcome





Training activities (2/2)

- A training activity suggests the adoption of a pedagogical approach for designing the training activity
- It stimulates trainees' curiosity and motivation
- It enhances:
 - Social interactions
 - Collaborative Knowledge Building
 - The creation of communities of practice



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templates



Vocational Training Scenario Template (1/2)

CerOrganic Vocational Training Scenario	
Title of the scenario	Title of the training scenario
Tutor/Creator	Personal details of tutor or creator of the scenario
Description	Brief description of the training scenario
Pre-requisite skills / knowledge	Requirements for basic knowledge & skills
Aims & Objectives	Description of the objectives of the training scenario
Training Outcomes & Competences	At the end of the training the trainees will have achieved the following objectives:



Vocational Training Scenario Template (2/2)

CerOrganic Vocational Training Scenario	
Methodology	Training methods: 1. 2. 3.
Training Activities	The training scenario includes the following training activities: 1. 2. 3.
Volume of work	Activity + duration of each activity
Reference & supporting material	Freely available content
Evaluation of training	Assessment process of trainees



Template for Vocational Scenario: Training Activities

Training activities	
Field	Input
Training tasks/activities	Description of the training activity
Training objectives/outcome(s)	The outcome of this activity
Tools/Resources	Anything that will be used during this activity
Assessment strategy (Feedback and/or evidence)	Method to assess the activity
Time allocated	Time estimated for the activity



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Templates for Vocational Scenario

maybe an example would help...



Scenarios by OA advisors

CerOrganic Vocational Training Scenario	
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Description	By the implementation of the scenario, the students will get information for planning and implementing the conversion from a conventional to an organic farm, and finally for obtaining the certification.
Pre-requisite skills / knowledge	<ul style="list-style-type: none"> • General information about organic agriculture • Knowledge about agricultural consultancy • Ability to work with people and solve problems • Ability to search for information on the internet, as well as the ability to summarize and structure the information
Aims & Objectives	Develop the students' ability to help a farmer to become an organic farmer by getting specific information and knowledge.
Training Outcomes & Skills	<p>After developing this training scenario, the students will have achieved the following objectives:</p> <ul style="list-style-type: none"> • Obtain general information about the conversion to organic agriculture • Obtain the necessary information about the legislation covering the conversion process in Romania • Get familiar with the different organizations/institutions involved in the conversion process • Have an overall image of the documents required, as well as details for the information required by each one of them.
Methodology	<p>Training methods:</p> <ol style="list-style-type: none"> 1. Video presentations combined with discussions 2. Searching the Web for information 3. Presentation of examples



Scenarios by OA advisors

Training Activities	<p>The training scenario includes the following training activities:</p> <ol style="list-style-type: none"> 1. Getting specific information about the conversion from conventional to organic farming and finally about obtaining the certification. 2. Studying the legislation related to organic agriculture, especially related to the conversion and certification ones. 3. Knowing the institutions involved into the conversion and certification processes. 4. Specific documents and how the farmer has to fill in them in view to get into the conversion process and obtaining the certification.
Volume of work	<p>Activity 1: Up to 4 hours (including the assessment). Activity 2: 2 hours (including the assessment) Activity 3: 2 hours (including the assessment) Activity 4: 2 hours (including the assessment) Duration of each unit is according to the students' level of knowledge identified on inquiry.</p>
Reference & supporting material	<p>General information about organic agriculture: http://www.onpterbv.ro/index.php?option=com_content&view=article&id=9&Itemid=27 http://www.madr.ro/pages/page.php?self=01&sub=0107 Romanian National legislation: http://www.maap.ro/pages/page.php?self=01&sub=0107&tz=010702 EU legislation</p>

Scenarios by OA advisors – Activity 1

Description of Training Activities	
Training activity	<p>1. Getting specific information about the conversion from a conventional to an ecological farm and finally about obtaining the certification:</p> <p>Students have to study the indicated materials related to organic agriculture and follow the given presentations and examples (e.g. general information about organic agriculture and specific information about conversion and certification)</p>
Training objectives/outcome(s)	<ul style="list-style-type: none"> • Students will have an understanding of the concept and principles related to organic agriculture • Students will get specific information related to conversion and certification processes
Tools/Resources	<ul style="list-style-type: none"> • Books about organic agriculture • Information on the official website of Ministry of Agriculture and Rural Development and other institutions • Information posted on the webportals • Presentation of the examples of organic farms
Assessment strategy (Feedback and/or evidence)	Evaluation test
Time allocated	Up to 4 hours (including the assessment)

Scenarios by OA advisors – Activity 2

Description of Training Activities	
Training activity	<p>1. Studying the legislation related to the ecological agriculture, especially related to the conversion and certification ones:</p> <ul style="list-style-type: none"> – Students have to review the EU and national legislation related to organic agriculture – Students have to identify and study the specific legislation related to the conversion and certification processes
Training objectives/outcome(s)	<ul style="list-style-type: none"> • Students will get general information about the EU and national legislation related to organic agriculture • Students will get specific information about EU and national legislation related to conversion and certification
Tools/Resources	<ul style="list-style-type: none"> • EU regulations related to organic agriculture posted on the official website of Ministry of Agriculture and Rural Development • National regulations related to organic agriculture posted on the official website of MADR
Assessment strategy (Feedback and/or evidence)	Evaluation test concerning the legal framework of the conversion and certification processes
Time allocated	2 hours (including the assessment)

Scenarios by OA advisors – Activity 3

Description of Training Activities	
Training activity	1. Knowing the institutions involved into the conversion and certification processes: <ul style="list-style-type: none"> – Students have to review and study the list of the institutions involved into the conversion and certification processes – Students have to find out information about these institutions
Training objectives/outcome(s)	<ul style="list-style-type: none"> • Students will get information about the institutions involved into the conversion and certification processes
Tools/Resources	<ul style="list-style-type: none"> • List of the institutions presented on the official website of Ministry of Agriculture and Rural Development • Web presentation of the institutions involved into the conversion and certification processes
Assessment strategy (Feedback and/or evidence)	Identification of the institutions involved into the conversion and certification processes for a farm placed into a given area
Time allocated	2 hours (including the assessment)

Scenarios by OA advisors – Activity 4

Description of Training Activities	
Training activity	<p>1. Specific documents and how the farmer has to fill in them in view to get into the conversion process and obtaining the certification:</p> <p>Students have to study in small groups (2-3 persons) the list of the documents related to the conversion process and getting the certification and they have to follow the given presentation and examples</p>
Training objectives/outcome(s)	<ul style="list-style-type: none"> Students will know what are the specific documents related to the conversion process and getting the certification, and they will be able to fill in these documents
Tools/Resources	<ul style="list-style-type: none"> List of the documents presented on the official website of Ministry of Agriculture and Rural Development Presentation of an example about how to fill in the necessary documents
Assessment strategy (Feedback and/or evidence)	<p>Practical application – preparing the documents for a farm in a given area and situation (size, crops, farm animals etc.) for getting into conversion process</p>
Time allocated	<p>2 hours (including the assessment)</p>



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adapting an existing training scenario

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Scenario Adaptation

- **Search** for interesting training scenarios through the Organic.Edunet portal. **How?**
- **Compare** the scenario with your own teaching and training beliefs, actions, intentions, culture etc
- **Change** your training scenario to reflect your personal context of use
- **Publish** you training scenario to be shared and re-used through the Organic.Edunet portal



your contribution

- come up with an interesting idea for a training scenario for your country
- develop this idea into a training scenario!



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3. Conclusions



3.i. Summary

- A training scenario provides an **alternative, interactive** way of training.
- It may be an idea that has already been **developed** and evaluated and found to be **successful** or a **new idea** that is being formed and **prepared** for implementation.
- It consists of a **set of activities** that include not only the **traditional** lectures and presentations but visits, hands-on exercises and **interactive** activities as well.
- In a training activity the focus and starting point is a **real life situation** and not a theory.

3.ii. References

Basic bibliography

Organic.Edunet Handbook for scenario implementation at School Level
(<http://confolio.vm.grnet.gr/scam/6/resource/285>)

Organic.Edunet Handbook for scenario implementation at University Level
(<http://oe.confolio.org/scam/34/resource/296>)



3.ii. References

Complementary bibliography

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(http://www.oecd.org/document/42/0,3343,en_2649_35845581_36507370_1_1_1_1,00.html)
- Saussois, J-M (2006) "Key Variables for Educational Scenario Analysis", in Think Scenarios, Rethink Education, OECD/CERI. Retrieved online from <http://www.oecd.org/dataoecd/2/21/37811524.pdf> on March 2nd, 2011.



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3.iii. Evaluation of Learning

This unit contributes to Assignment X ($X = 1$ or 2)

Evaluation of learning will be performed through a discussion that will take place during and after the unit presentation.



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What's Next?

Unit C533.2: Elaboration of OrganicFarmer Scenario Description



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For more information on unit C533.2

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